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classes. They must study the phonetic laws whose invariability is being more and more established.

Compare, for instance, in German, Grassmann's and Verner's explanation of the two large groups of apparent exceptions to Grimm's Law. Even the beginner can acquire the strong verbs just as well arranged in classes corresponding to the now well established ablaut-series as in the old, hap-hazard arrangement. He will have nothing to unlearn as he advances. Pronunciation should be studied according to the Bell-Sweet principle of analysis and synthesis of sounds.

Prof. March remarked at the close of this paper that truth should be held up to the student, rather than the latest theory, or the most modern publication.

Prof. Elliott thought that, for advanced students especially, the presentation of an historical survey of theories, even though some of them had been recognized as false, would often prove of great benefit; that frequently through the incorrect ideas of writers the teacher might forcibly illustrate sound doctrine on a given subject. The trained pupil should not only be taught truth, but taught how to sift falsehood from truth.

Prof. Kroeh, of the Stevens Institute, referring to the second part of Prof. Brandt's subject, stated it as his conviction that the leading principles of Phonetics should constitute the basis and primary object of instruction in the Modern Languages. For practical teaching, the importance of a clear appreciation of the elementary sounds of a language cannot be valued too highly.

7. The next communication, "What Place has Old English Philology in our Elementary Schools?" was by Dr. Francis B. Gummere, of the Swain Free School, New Bedford, Mass., and, in the absence of the author, was read by Prof. C. E. Hart, of Rutgers College, N. J.

English Philology is in a flourishing condition as regards our American Colleges and Universities. But elementary English instruction has not as yet profited by this state of things. Both the teacher and the taught in our lowest grades of public instruction should be put in line with the movement towards a sound and scientific system of English philology in our best colleges. At present it is as if the great observatories should accept the Copernican system of Astronomy, while elementary text-books still taught the Ptolemaic. Different standards are set up. The "Schoolmaster" is regarded as a teacher who may, or may not, be a scholar; the college professor as

a scholar who may, or may not, be a teacher. In our anxiety about "methods," we forget to demand *scholarship* of our elementary teachers. We suppose that a person who teaches even the simplest form of mathematics has some knowledge of Algebra and Geometry. But we allow teachers to give instruction in our mother-tongue who are not able to tell us what English really is—who have absolutely no scientific knowledge of the language. Greatest ignorance is in the matter of *sounds*. Ninety-nine out of a hundred teachers will call *i* a vowel. Now, even the most elementary instruction in English *ought to be based on a scientific study of the language—its elements and development*. To teach English, one must know the genius and spirit of the language. How apply this knowledge?—Indirectly, not directly. Present broad principles of sounds, inflections, etc., with a few of the simple details. Often explanation should be suspended for the sake of hard drill on the bare facts. But, always the spirit of the language should guide the teacher in his work. Make a right start. Let the pupil begin language-study with a proper notion of *sounds*, and the physiology of the vocal apparatus. As a rule, we teach symbols, and neglect the sounds. "*Umlaut*" is a legitimate subject for even kindergarten instruction.

There is ample field for good work by this Association in bringing reform into our elementary English instruction, and also in exercising the function of an *Académie* to set up a standard of criticism for text-books. Bad text-books are the bane of our schools, for (*a*), there is no organized criticism to crush out bad books, and (*b*), teachers are apt to make the text-book do all the work. Lastly, where is the teacher to obtain the necessary knowledge of the spirit and genius of his mother-tongue? Candidates for high positions will find it in College, in the special courses of a University. But this is not the class that we most want to reach. Such teachers are bound to go to college, and are sure to rise high in their profession. But there remains the great body of teachers, the rank and file, in primary and grammar schools,—how reach them? Every high school ought to have a supplementary English course for those who intend to teach; this course should be devoted to the historical and scientific study of the language. Or else, in large towns, separate institutions should be endowed and devoted to free instruction in a few so-called "collegiate" branches;—mainly English. This idea, *i. e.* of Local Higher Instruction, may yet be found to present an excellent solution of the problem which now presses on all thoughtful English Scholars:—How shall Elementary Instruction in English be put on its proper foundation of scholarship?

After a few remarks by the reader as to the difficulty of practically applying, in elementary instruction, the views set forth in this paper, Prof. James H. Worman, of Vanderbilt University,

spoke of the great utility of Summer Schools, a point casually touched upon by the author of the essay, and the Conference then listened to an abstract of a paper by Dr. B. F. O'Connor, of Columbia College, entitled :—

8. "French taught in New York City." The object of this communication was to present a survey of the methods of teaching French now in use in the metropolis, to reduce them to fundamental classes based upon philosophical principles, and to trace in broad lines the chief epochs of growth of Modern Language study in Columbia College.

The meeting then adjourned till 3 p. m.

At the opening of the fourth session, called to order by the President, at 3.15 p. m., Prof. Sylvester Primer, of the College of Charleston, S. C., read a scientific paper,

9. "On the Factitive in German."

The design of the article is a discussion of some points of special interest in the factitive construction in German, and its comparison with that of the same case in the cognate languages. The writer gives a historical sketch of this construction as far back as it could be traced, after having discussed the nature and functions of this case and its relations to the other cases. The factitive forms a part of the predicative idea which consists of two elements, the substantial and the verbal. According as the former or latter prevails we have an intransitive or transitive verb. There is besides a third class of verbs which require in addition to the regular object a second complement or modifier for the completion of the predicative idea, *i. e.* the factitive. The prevalent opinion in regard to the pronominal suffixes *s*, and *m*, of the Aryan nominative and accusative is that the former gave precision to the subjective idea and that the subject became the case of emphasis and animation by introducing the active personal, or independent element, while the latter (the accusative) is the case of dependence. Hence the noun-form sufficed for a long time to express this relation, as seen in the neuter where the nominative and accusative are alike. The masculine and feminine suffix *m* added no new force to the noun-idea, the accusative still represented the predicative noun-relation in a general and oblique manner, while the other cases express special and peculiar relations of dependence. The accusative simply completes the defective sense of the transitive verb. Intimately connected with the regular accusative is that in which the